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Student's contributing to enrich the teaching process during the COVID-19 lockdown period and rejuvenate the system after its culmination.

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Abstract

We all have the gradual changes happening in our society, country and the world. But rarely we witness a change that has the capacity to change the human society forever and that too within a month. Covid 19 is one such change and every economy under the Sun is struggling to get over it. But the more challenging task facing us is how to keep on growing and evolving. Education is one tool that has enabled the humans to even dare to conquer the space. But Covid 19 has posed a bigger challenge to all of us. How to keep on continue on this pursuit of knowledge and how to employ our younger generation in this pursuit of knowledge. Social distancing is the need of the hour and schools or colleges are the places where we bring all the youngsters together to show them the power of togetherness and its ability to create synergy. Though the governments and educational institutions are making endless plans to devise a framework to keep on educating our younger generations but one participant is being missed in most of the studies. The student. Everyone is talking about their welfare but no one is asking them that how they can contribute in this entire situation. Identifying the factors that are bothering them the most and how, they, themselves are preparing for the unknown future is the need of the hour. Identification of these factors and the inter-relationship between those factors would enable the planners to create a better plan for the future in which the students themselves would be contributor, and such a plan would have better acceptability.

Have you ever wondered that out of 1.3 million species, alive on the planet earth, how and why, human race, is the only species, which started at the third level of food chain (from bottom) as secondary consumers, have moved to top of food chain and are regarded as above and over even the quaternary consumers "The Origins of Virtue: Human Instincts and the Evolution of Cooperation by Matt Ridley". It was the ability to record the information, rehearse and revisit the existing information to improve it. This ability to improve the existing information facilitated the improvement of humans as a species. This ability to record, rehearse, revisit and improving the existing information is best displayed in the classrooms. The education systems were developed in every corner of the human civilization and we know that now human race is trying to conquer the unknown and uncharted territories in the outer space as well. With classroom teaching, we were able to formalize and standardize the content and quality of information and knowledge for every age group in human life cycle. This formalization and standardization of knowledge enabled the humans to verifiably register and measure the growth. So it can be conclusively stated that education and classroom education is a great contributor towards the growth of the human civilization. Till last year we knew it that united, we can perform wonders. We have seen this power of unity, right from animal kingdom to human society. Our bodies have some inherent limitations and our brain can perform miracles when it is synergized with other brains. One more time, the classrooms became the best places to assimilate the different brains with a single agenda, that is to receive, rehearse and improve the existing information. Teacher and the taught(student) became the backbone of the classroom education system.

And then came the Covid-19, social distancing became the need of the hour. Teacher and student both are now scared of attending the traditional classes. In traditional classes there used to be a teacher, who was able to handle the doubts and queries of a student, instantaneously. The order maintained in the school/college, was able to provide the discipline required for learning. And the system was working fine. But Covid-19 changed all this. Now the students are required to be sitting alone in their homes in front of a computer or mobile screen, imbibing the discipline on their own, focusing on concepts by self-motivation and questioning the information because of self-generated doubts. But like every other pandemic or epidemic, we are sure that we'll survive this one too. And we'll emerge as stronger and more determined species.

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Vol-10 Issue-7 No. 4 July 2020

The key to recover or survive from any misfortune, calamity, natural disaster, pandemic or epidemic is to bring the life back to normal on priority basis. With normalcy we mean that we keep on producing goods and services, on the basis of demand being generated and it is delivered at the time and place desired by the consumer or buyer. For few segments of the business operating cycles, the transition is comparatively easier. Few professionals are able to plug in their laptops to a power source and get connected via internet and it's a business as usual for them, for few labor-intensive operating cycles the transition is a bit difficult but for teaching community, the transition is quite dramatic and traumatic both. Students being young and energetic are now assumed to be self-disciplined and motivated enough to keep on receiving the information and receive and win over the competition from the unknown faces and personalities (other students).

The pandemic has significantly disrupted the higher education sector, which is a critical determinant of a country's economic future. Add to this the only known method available counter the pandemic cum epidemic is the social distancing. The government, order to prevent the community spread, adopted lockdown as one technique, which further separated the students from their teachers, but teachers being the torch bearers of any and every change they have adopted the digital technology to facilitate the teaching process. Educational institutes, business houses, computer, data management methods and online education systemare now working to improve the quality and delivery time to handle the demands of didactic and or interactive teaching processes. This is an ultimate time to experiment and set up new tools to make education deliverance meaningful to students who can't go to campuses. These are the times to be more efficient and productive while changing and developing new and improved professional skills and knowledge through online learning and assessment.

Use of technology in education is bringing in entirely new techniques and different concepts in the education system, now there is a move from teacher-centric education to a student-centric education. We have grown up recognizing and praising the dedicated teachers, but now, it is the student who needs to be self-motivated and determined.

We have been talking about virtual classrooms and various online tools, apps and today allow us to make the engagement between the teacher and students as close to a real classroom type experience, as possible.

Pedagogy in digital education is akey link between course content, technology,educationists, and course-takers. Making technology available to masses is now an important issue, it comprises of internet connectivity, telecom infrastructure, affordability of online system, availability of support equipment like laptop, desktop and android or windows mobile phones, software, educational tools, online assessment tools, etc. The most encouraging fact about technology-based education is that it isnow able to focus on all the students in a class without making any differentiation between front vs. back benchers or boys vs. girls.

Keeping in view, the demands of changing times and the challenges of having the colleges and schools being shut, government of India, as well as state governments and private players are continuously publishing information on various initiatives undertaken by ministries like MHRD, Department of Technical Education, NCERT and others to support and benefit youth/students.

A few of the initiatives are SWAYAM online courses for teachers, UG/PG MOOCs for non-technology courses, e-PG Pathshala or e-content containing modules on social science, arts, fine arts, natural and mathematical science, YouTube channel of CEC-UGC, Vidwan – a database of experts who provide information to peers and prospective collaborators, NEAT – an initiative by AICTE based on the PPP model to enhance the employability skills and expertise amongst the students, in collaboration with Education Technology Companies and National Digital Library (NDL), a repository of learning resources with single window facility. Many similar and noteworthy initiatives have been taken up by the institutions like Spoken Tutorial, Free and Open Source Software for Education (FOSSEE), e-Yantra, Google Classroom and so on.

National Project on Technology Enhanced Learning (NPTEL), National Knowledge Network (NKN),National Academic Depository (NAD), National Mission on Education Through Information and Communication Technology (NMEICT), among many have along with the government of India as well state governments with their respective ministries and departments, have created infrastructure to deliver e-education. Allthis has substantiated the ability to connect easily with institutions and enhance the access to learning resources. One such example is NKN providing high speed network which now is a backbone to educational institutions in India.

The various online assessment agencies and private agencies and theirbusiness houses are also improving the product, compensating for the limited bandwidth, inadequate infrastructure in many economic or geographical locations in the country, by facilitating the remotely proctored examinations and skills assessments. Fulfilment of minimum requirements like sturdy education delivery platforms, IT infrastructure, PC/Desktop/Mobile for end-delivery and commensurate assessment tools have already been planned and more improvement and execution of the different plans is underway.

It is now being observed that the theoretical classes can actually be delivered easily online if the proper training is provided and the right software is available at all the three vortices of the triangle, Institution, Lecturers and also the students. The professional subjects which inherently incorporate the practical elements like Food Production cooking classes, fitness or tour guiding practice are not so easily done although videos but still can be attempted in some cases.

One major question that warrants an answer on urgent basis is that if a student doesn't have a device which supports the institutions systemat home, then can the society afford to ignore such students and allow them to suffer the lack of infrastructure, which basically is the responsibility if the government. A diverse and highly flexible strategy is necessary to manage the crisis in a large and diverse country like India and build a resilient and flexible Indian education system in the long term to handle any seen or unforeseen changes in the environment.

So far, we have discussed the two vortexes of the triangle, teacher and the institution, but we are missing the third and most important vortex, the student, for whose benefit, all of us are planning all of these. Our students despite their access to the hoards of information and their compulsions to be the part of modern rat race, are still very traditional for educational processes and practices. They like to have a face to face interactions with their teachers and an occasional pat on the back, whenever they meet

the expectations or corrective instructions from their teachers if they make a mistake. And now they are sitting in a corner in their homes receiving the information via some digital media, forcing themselves to be attentive in the digital classroom, where they themselves are the student, the monitor, the motivator, the counsellor and much more. They are expected to pat on their own back for meeting the expectations and be strict with themselves so as to not make any mistake. All this is too daunting to expect from an adolescent, teenager, or a budding professional.

So! it is most appropriate to ask from the person, for whose benefit, we all are worried, that how, he/she can make the teaching process more meaningful, participative, interactive and sustainable? And we know that the future of human society is actually hinged to the fact that how well we prepare the younger generations to handle the planned, unplanned changes and the surprises as well. But there are many issues in collecting the information from the youngsters. Even the law starts recognizing the kids as a "person" only when they become eligible to take decisions for their own welfare. So! would it be wise to collect data from youngsters? Why shouldn't we wait till the time they become mature enough to logically contribute to any advancement or growth plan? Won't it be too late to wait for the youngsters to become mature enough to be able to contribute?

To ward off such questions we deliberately chose the legally adult but still taking the buttress from the family to receive their degrees and about to become the productive member of the society.

Nick Bostrom Future of Humanity Institute Faculty of Philosophy & James Martin 21st Century School University of Oxford in his book "The future of human evolution". Analyzed the dystopian scenarios where non directional evolutionary developments lead to the gradual elimination of all forms of being that we care about, because we continue to produce complex and intelligent forms of organization, and this leads to demolition of the existing norms or structures. Tried to answer the golden question that can we trust evolutionary development to take our species in broadly desirable directions? And the answer was a definitive no. The way human society is changing and incorporating the existing information to generate new information which is working like a blade, productive in the hands of deserving ones and lethal in the hands of undeserving ones. So, the entire responsibility falls on the education system to promote the deserving and correct the undeserving

Brophy (1999) said that in these classrooms' students are expected to "strive to make intellect of what they are learning by connecting it to prior knowledge and by discuss it with others" (p. 49). The class acts as "anerudition community that constructs shared indulgent" (Brophy, 1999, p. 49).

To harmonize this shift in instructional loom, some school reformers and researchers propose a shift in classroom managing approach. Rogers and Freiberg (1999) suggested that any such shift requires teachers to espouse a person-centered, rather than a teacher-centered, direction toward classroom management, which facial appearance shared leadership, society building, and a balance between the desires of teachers and students.

Willower (1975) found that educators vary along a gamut of beliefs about the way children learn to perform and conceptualized this as one's pupil-control principles. At one end of the variety is the custodial (teacher-centered) educator and at the other ending is the humanistic (student-centered) educationalist.

The educator with a more humanistic compass reading is likely to maintain a classroom climate in which active interface and communication, close personal associations with students, mutual admiration, positive attitudes, and elasticity of rules, as well as student self-discipline, self–willpower and independence are foster (Willower, Eidell, & Hoy, 1967).

Similarly, Wolfgang (2001) identifies three idealistic "faces" of discipline, which include liaison–listening, confronting–constricting and rules–consequences. These three idealistic "faces" of discipline may be placed on a power continuum from minimum (student-centered) to utmost (teacher-centered) use of control by the teacher.

The expansion of online courses in higher education doesn't happen suddenly. The 2008 study by the National Center for Educational Statistics (NCES) found that the main factor influence higher-education institutions to offer online courses incorporated meeting students' hassle for flexible schedules (68%), only if access to college for students who would or else not have access (67%), making more courses obtainable (46%), and in search of to increase student enrollments (45%) (Parsad, Lewis, & Tice, 2008). Distance education originate in the United States in the 1800's when teachers and learners at the University of Chicago, who were at diverse locations, tried to join through correspondence programs (Mclsaac & Gunawardena, 1996). Years later, the expansion of radio as a communication medium during World War I opened the door for using that technology for distance learning in colleges and schools such as School of the Air recognized in Wisconsin in the 1920s (Mclsaac & Gunawardena, 1996). With the popularity of television in the 1950s, visual instruction became achievable for the first time between teachers and students who were not in the same location. As computer and e-mailing technology blossomed in the 1970s and 1980s, distance education began to develop dramatically. The first online course was offered in 1981, and Western Behavior Sciences Institute in 1982 established the first online program (Harasim, 2000). In the mid-1980s, the first online UG and PG courses were initiated by several universities and schools. In the late 1980s, due to a shortage of teachers on math, science, foreign languages, etc., some K-12 schools turned to profit-making courses offered through the then-new satellite technology, which greatly spur still faster growth of distance education (Mclsaac & Gunawardena, 1996). The beginning of the World-Wide Web (www) in 1991 was a powerful mechanism for moving distance education forward, and was a landmark in the rapid expansion and growth of online teaching and learning. WWWenabled the extensive use of web sites and the development of online group of people supported by web pages and various forms of exchanges software" (p.4) as stated by Maloney-Krichmar and Abras (2003). Since then, colleges and universities both in the United States and around the world have open not only just online courses but entire PG and UG programs online as well (Wallace, 2003).

The data was collected from three different parts of the country. North Eastern India, Central India and Northern India. This belt is agricultural belt with partial industrialization. Initial observation of data is able to confirm to the various norms which already are established and accepted for the Indian population. We have a majority of population regarded as rural population with dismal figures of girl child education and Hindus, participating more in formal education system along with Christians and Buddhists

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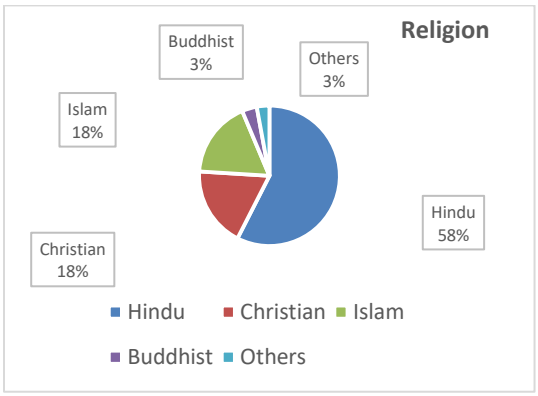
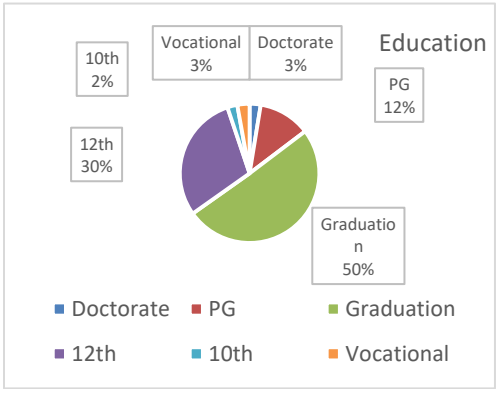
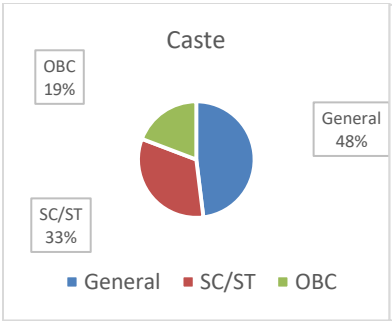
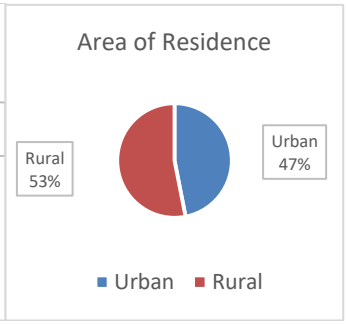
Vol-10 Issue-7 No. 4 July 2020

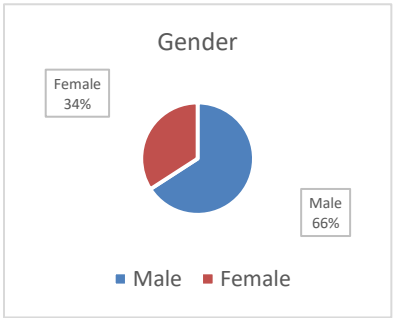
and Muslims participating more in alternative educational systems. Majority of population is employed withgovernmentand the other categories that are providing employment to our population are private sector, agriculture and self-owned business and all the four sectors actually employ the educated people only, hence they keep their children also educated.

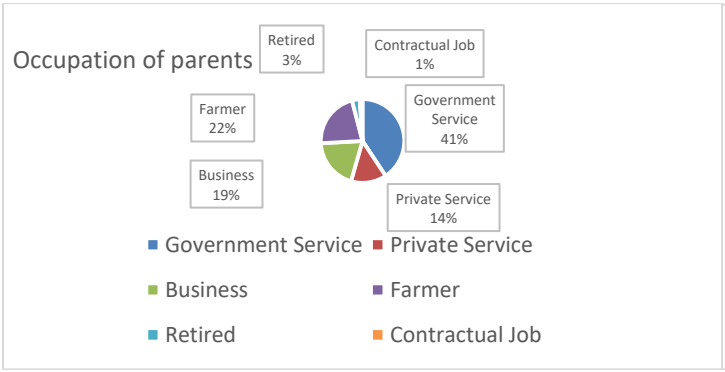


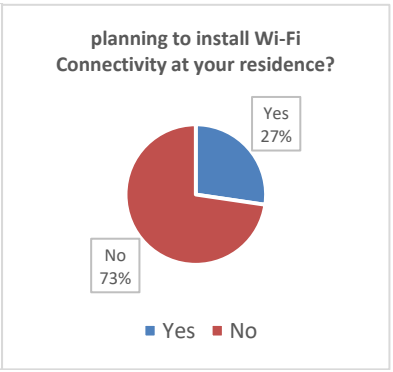












A mean of 2.76 about changes in study habits shows that the student population on their own has started adopting to the changes required by the environment due to corona pandemic. Another mean of 2.82 in the influence of social media on behavioral changes and study style is warning signal because the quantity, quality, validity, authenticity and reliability of information available on social media is under question and hence the traditional study style where the students used to get the uniform and well calibrated information at every level of their studies is getting tarnished, though variety of information available can insure the cautious selection of profession and more expertise in the area chosen but a decision made on the basis of faulty information can often lead to failure and result in dejection and depression among the students, so this is a cause of worry. Surprisingly the motivation levels among the students is very high with a mean of 3.13, shows the undefeated nature of the human population and hence it can be assumed that the productive changes in the study content and delivery style by the government and the educational institutions will be readily accepted by the population. Availability of e-resources (with a mean of 3.02) and change in study habits to inculcate extra knowledge (with a mean of 3.11) shows the higher degree of positivity in the student population and their willingness to adopt to the changes expected from or forced on them due to sudden changes in the environment. A more surprising change of perception is regarding the practical oriented subjects and their online class effect (mean of 2.91) shows the readiness of the students even to understand the nuances of hands on experience via online education mode. One of the most surprising revelation from the analysis came out as the un-willingness of the population to upgrade their domestic infrastructure to be able to receive the education via online mode and majority wants to rely on the government support system to make them

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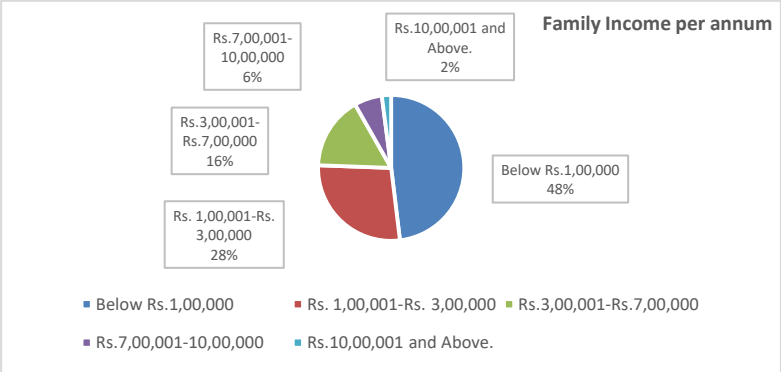
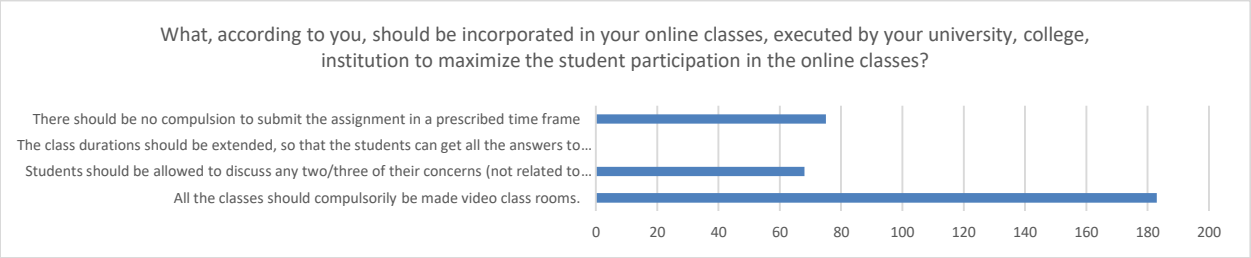
Vol-10 Issue-7 No. 4 July 2020

able to receive the education or skills training. But this is understandable if we look at the annual income of the families, majority belong to the middle- or lower-class segment and hence are unable to meet the extra expenses that the upgradation of their domestic infrastructure would require to receive the educ. And hence the reliance on government support system.



One funny finding was also found that the students are not willing to increase the class duration with zero students choosing this option across the India. But majority want the classes to be made accessible by video. And this finding actually leads to a very confusing situation, a major segment of student is not willing to enhance the domestic infrastructure to receive the information via digital media but they all want the classes to be smart classes and video enabled.



Situations like these require a careful counselling of the population to make them understand the requirements of the system to make them an eligible participant of the system. This has further been supported by the responses on questions regarding what, should be incorporated in online classes to make the classes more interesting or which class type is preferred more and what should be incorporated regular classes to enhance its effectiveness. Every answer suggests more expectations from the government system and universities. So even though the population is ready to change their style of learning and studying to acquire newer or surplus skills but they believe that it is the responsibility and necessity of the system to make them a part of the change and future.

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